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ABSTRACT

Part of a series of instructor training modules on related subjects instruction for apprentices, this booklet deals with communicating with apprentices. The first chapter consists of an outline of the scope and content of the instructor training modules as well as a self-assessment pretest. Covered in the module are identifying aspects of good interpersonal communication, developing personalizing and initiating skills, developing attending and responding skills, and developing initiating skills. Each chapter contains an introduction and objectives, a discussion of when and why to use the particular skill being addressed, examples, additional information, and self-test exercises. Appended to the booklet are answers to the self-assessment pretest, a posttest, and answers to the posttest. (MN)

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COMMUNICATING WITH APPRENTICES

Instructor Training Module #10

James H. Hughes

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Glossary

The words on this list are used in this booklet. Please review the terms and learn the definitions. The meanings of the words as used in the text may not be the form of the word with which you are familiar.

Word/Terms

1. *additive* something that adds on to a base.
2. *attending* involves giving attention to the physical environment for learning, and observing and listening carefully to your trainees.
3. *concur* to agree with or to approve.
4. *content* refers to what the trainee is saying, emphasizing what happened as distinct from *how the trainee feels* about it. The content is always given from the trainee's perspective; the meaning behind the feeling.
5. *contradict* to be inconsistent with or opposed to.
6. *counseling* a two-way communication exchange based on a relationship between two persons, such as instructor and trainee. Counseling facilitates increased self-awareness, self-acceptance, and self-control on the part of the trainee.
7. *"dirty dozen"* typical ways of responding in interpersonal relationships which are generally not effective in helping a trainee explore his/her feelings and experience. (See pages 42-43 for list and examples).
8. *empathy* understanding how the other person perceives and feels about a situation or experience.
9. *feeling* refers to the emotion behind an expression made by the trainee, emphasizing how the trainee reacts to an event or experience as distinct from the experience or event itself. Feelings may be both positive and negative and vary in intensity.
10. *hypothesis* an unproved conclusion or guess that can be tested, based on some facts.
11. *inference* a conclusion based on evidence.
12. *initiating* a way of responding that helps the trainees see where they are compared to where they want to be; and, facilitates the development of a plan of action to help reach the desired goal.
13. *listening* an attending skill that focuses on trainees' verbal expressions seeking understanding of the content and the feeling expressed.
14. *negotiation* a discussion designed to reach an agreement.
15. *observing* an attending skill that involves visual attention to trainees and their interaction with the related instruction, e.g., physical appearance, behavior, posture, and so on.
16. *personalizing* a way of responding that helps the trainees feel responsibility for the feelings they express, and assume control over their behavior and/or the situation.
17. *pertinent* highly relevant.
18. *physically attending* refers to preparation and arrangement of the physical environment for learning, the instructor's physical appearance, and his observing and listenng behavior.
19. *respect* demonstrated interest and valuing of another person.
20. *responding* communicating an understanding of the trainee's experience as he/she has expressed it. Responding helps the trainee to explore his/her feelings, attitudes and values about his/her current situation or experiences.
21. *responsive base* a condition in which the trainee views the instructor as having empathy and respect which indicates communication of feelings and understanding.
22. *superficial* partial or "surface" knowledge.
23. *surmised* to guess using only slight evidence.

1. How to Use This Booklet

What Is the Series About?

Related subjects instruction is an essential part of every apprenticeship program. It is the program component through which apprentices are taught the background theory and range of application of associated technical subjects such as mathematics, science and safety. Related instruction usually takes place in a classroom, after the regular work is over. Most frequently, related instruction is taught by a skilled tradesperson or craftworker. For the tradesperson or craftworker to be an effective trainer, he or she must not only know their trade skill, but also must use teaching skills appropriate for conveying that information to apprentices. This series of materials is written to train related subjects instructors in the critical teaching skills necessary to perform their jobs effectively. The titles of the booklets in the series are:

1. *Introduction to Related Subjects Instruction and Inservice Training Materials*
2. *Planning the Apprenticeship Program*
3. *Planning Related Subjects Instruction*
4. *Developing Instructional Materials for Apprentices*
5. *Presenting Information to Apprentices*
6. *Directing Learning Activities for Instruction*
7. *Providing for Individual Learner Needs*
8. *Controlling Instructional Settings*
9. *Evaluating Apprentice Performance*
10. *Communicating with Apprentices*

The first booklet introduces the series, describes the content of each booklet, and provides an overview of apprenticeship and of adult learners. The second booklet describes how to plan an apprenticeship program and may be used by related instructors, sponsors or service agencies. Each of the other eight booklets deals with a set of training skills judged by a panel of experts on apprenticeship to be critical to working effectively as a related subjects instructor.

What Is This Booklet About?

There are many skills that the related subjects instructor must possess in order to teach apprentices effectively in related subjects. These skills include: planning skills, organizational skills, instructional skills, technical skills, skills in developing instructional materials, skills in evaluating learner performance, and so on. Another important teaching skill, indeed one of the most important, is interpersonal relations, or interpersonal communication skills. Effective communication between instructor and trainee is critical to the trainee's performance in the related instruction area. This booklet provides instruction in four skill areas related to effective communication and interpersonal skills. These are designed to assist you, the instructor, to:

1. identify aspects of good interpersonal communication;
2. develop attending and responding skills;
3. develop personalizing and initiating skills; and
4. facilitate problem-solving skills of apprentices.

What Must I Do to Complete My Work in This Booklet?

Working your way through this booklet will require you to read the text, to answer the questions, to perform the exercises, and to complete the pre- and post-assessment instruments. Expect to spend about five hours working through the materials. The only resources you need to complete your work in this booklet are: (1) a copy of the booklet; (2) a pencil or pen; (3) about two hours of time; and (4) recollection of past related instruction experiences.

The materials are written in a self-instructional, programmed format. You may work through the text, examples and questions at your own pace and leisure; you need not complete your work in the booklet at one sitting.

Each chapter in the booklet is devoted to a single skill. The general format of the chapters is similar, with the following parts:

1. An *introduction* describing the skill and the instructional objectives for that skill.
2. *What* is, *when* and *why* to use the skill.
3. *Step-by-step directions* for how to perform the skill.
4. An *example* of how the skill is used in related instruction.
5. A *self-test exercise* to apply the information about the skill.
6. Additional *sources of information.*

This booklet concludes with an appendix that contains the answers to the self-test exercises from each chapter and the posttest.

Your activities in working through this booklet will include, in order, the following things:

- Complete the self-assessment;
- Read and consider in detail the introduction and objectives for each skill;
- Read and study the text, examples and illustrations provided for each skill;
- Complete the self-test exercise for chapter and compare your answers with those provided in the appendix;
- If you complete the exercise as directed continue your work in the booklet; if you fail to answer the questions correctly, repeat your work in the chapter under consideration; and
- At the conclusion of the booklet, complete the post-test for the unit. Check your answers against those provided. If you exceed the criteria, continue your work in the next booklet; if you fail to demonstrate mastery, repeat portions of this booklet as needed.

How Much Do I Know About The Subject Before I Begin?

The self-assessment will assist you to focus on competency areas associated with interpersonal communication. Read each competency statement listed in Figure 1 and assess your level of knowledge about and your level of skill in performing that task. Knowledge means what you know about the subject while skill means your experience in successfully performing the task. Circle the number that best describes your level of knowledge and skill. Competencies where your ratings are poor or fair are those that you should concentrate on. Pay particular attention to the chapters which deal with those competencies.

Figure 1. Communicating with Apprentices Self-Assessment

Chapter in Booklet	Competencies		Rating			
			Poor	Fair	Good	Excellent
2. Identify Aspects of Good Interpersonal Communications	1. Comprehend and clarify interpersonal communications in the related instruction setting.	Knowledge	1	2	3	4
		Skill	1	2	3	4
3. Develop Attending and Responding Skills	2. Attend to the trainee apprentice as a learner physically, visually and auditorially.	Knowledge	1	2	3	4
		Skill	1	2	3	4
	3. Respond to the content, feeling, and meaning of the apprentice trainees' expressions.	Knowledge	1	2	3	4
		Skill	1	2	3	4
	4. Interact with emphathy, respect, and promote trainee self-acceptance in the related instruction setting.	Knowledge	1	2	3	4
		Skill	1	2	3	4
4. Develop Personalizing and Initiating Skills	5. Communicate understanding of the apprentice trainees' individual problems and goals by personalizing meaning.	Knowledge	1	2	3	4
		Skill	1	2	3	4
	6. Facilitate apprentice trainee's setting goals, developing action steps, and implementation.	Knowledge	1	2	3	4
		Skill	1	2	3	4
	7. Demonstrate knowledge of strategies for promoting resolution of apprentice trainees' problems.	Knowledge	1	2	3	4
		Skill	1	2	3	4

2. Skill: Identify Aspects of Good Interpersonal Communication

Introduction and Objectives

The counseling role of the related subjects instructor requires that the instructor establish and maintain effective interpersonal relationships with trainees and utilize good interpersonal communication skills. The quality of the relationship between the instructor and the apprentice has a great deal of influence on how well the trainee performs and benefits from the instruction provided. Apprentices perform better and learn more in those instructional situations in which the instructor (1) has in-depth knowledge and advanced skills in the content area he/she is instructing, (2) is efficient and effective in instructional methods, and (3) has good interpersonal relationship and communication skills.

Think of your own learning experiences, either in formal education settings or in informal workshops, seminars or other types of training sessions. You have no doubt encountered a variety of different types of instructors in your previous education and work experience. At one extreme, there were those instructors who knew their material and had excellent skills but could not teach them to others. They were lacking in instructional and interpersonal skills. On the other hand, there were those who were easy to relate to, appeared to be very concerned about their students, but had little background or experience and limited knowledge and skill in what they were teaching. One type of instructor is very competent in his/her area, but because of poor interpersonal personal relationship and communication skills may come across as lacking in concern for the students, while caring only about the subject matter. The second type of instructor probably succeeded for a while, but as more and more students perceived this person's lack of experience, knowledge and skill, their frustrations and dissatisfaction grew because they were not learning.

The capable instructor is competent in both knowledge and skills in the area of instruction, uses effective instructional strategies and techniques, and possesses good interpersonal relationship and communication skills. Learner achievement and performance are enhanced by knowledgeable instructors, effective instruction, and positive learner-instructor relationships.

All teaching that you do is done in the context of interpersonal relationships. In the teaching process, you are continuously influencing and being influenced by the interpersonal input and feedback between you and your trainees. Interpersonal skills emphasize your communication skills. As a teacher, you are a communicator. You need to have developed the interpersonal skills necessary to communicate effectively with your trainees. Interpersonal skills are critical teaching skills. You have been selected as a related subjects instructor in part because of your background and experience and demonstrated knowledge and skills in your trade area. Also, the person or group selecting you for this position believes that you have the necessary skills for instructing others, i.e., being a good teacher.

The overall general purpose of this module series is to further develop and/or improve your instructional skills including planning, organizing, learner assessment, delivery and evaluation of student performance. This particular module focuses upon the development and maintenance of effective interpersonal relationships between you and your apprentice trainees and the development and use of good communication skills. These skill areas in combination, interpersonal relationship and communication, are the essential ones for you to have if you are to fulfill the counseling role of the related subjects instructor successfully.

When you have completed your work in this unit of materials, you will demonstrate your competence in identifying aspects of good interpersonal communication by being able to:

1. Comprehend and clarify individual communication in an instructional setting;
2. Describe how good interpersonal communication between instructor and student affects the performance of the learner.

As you work through these materials, think about your interpersonal communication skills and those of your trainees. Can they be made more effective through incorporating ideas presented in these materials?

What, When and Why Use The Skill

Broadly defined, *counseling* is a reciprocal communication process based on a dynamic relationship between two

persons. The two persons may be counselor and client, helper and helped, parent and child, teacher and student, instructor and trainee, etc. The counseling process facilitates increased self-awareness, self-acceptance, and self-control on the part of the client, who may be child, student, or trainee. This module is focused on the communication process between instructor and trainee in the instructional setting. Counseling recognizes that communication is a two-way process involving verbal and nonverbal cues. To function effectively, the instructor must be able to understand and clarify individual communications. Suppose, for example, that an apprentice trainee enters your classroom with an obviously irritated look on his face, cursing and complaining about "having to be in this stupid class." (Because of the class, he was unable to keep an earlier commitment made to his wife. He had agreed earlier to take her out to dinner with some friends who were visiting from out-of-town. At the time he made the agreement with his wife and set the day and time for the dinner, he had completely forgotten about his related instruction class. This resulted in his current conflict. When he discussed the situation earlier in the day with his supervisor, his supervisor advised him to skip the class, saying it was a waste of his time anyway. With reluctance, however, he had decided that he should go to class. He was not happy about it, however).

Three basic points need to be considered in this situation. First, people tend to react to the *way* something is said rather than *what* is said. The instructor may react initially by telling the trainee not to come yelling, screaming and cursing into his classroom, and completely miss the fact that the trainee is really terribly confused. Second, what people say and how they say it is usually based on how they feel. Feelings influence behavior. Understanding a person's feelings will help interpret the message. The apprentice in the example was feeling very confused. He had mixed feelings about being where he was —feelings of guilt and disappointment for letting his wife down, confusion over his supervisor's statement, feeling trapped about the situation, and resentment toward the related subjects instruction. Third, for an individual to understand why he behaves in a particular way, he needs to recognize that these feelings affect his behavior. The instructor can help the trainee recognize that his hostility and resentment have caused him to react by cursing and complaining. If the trainee can become aware of these feelings, then he may be better able to keep communications open and handle his problems in a more effective and productive manner.

Below are listed alternative ways in which an instructor might respond to the trainee in this example situation. See which one you think best helps the trainee to recognize and understand his feelings and how they are affecting his behavior.

#1 "Nobody's coming into my classroom in that kind of mood. Shape up or ship out."

#2 "Man, you're really upset about something! What's bugging you?"

#3 "Well, it's only for three hours so I suggest you try and calm down so you *can* get through it. You'll feel better if you do."

#4 "You're really angry and resentful about having to be here tonight. Let me get the class started then we can step out into the hall and discuss it. I'd like to know why you think the class is 'stupid'."

Which of these four responses do you think would be most helpful? Which is the one you would be most likely to make, given the situation? Most people automatically choose #1 and #3. Look at each of these four responses and examine how each might help the trainee better understand his feelings and see how they affect his behavior.

Response #1 is an ultimatum or direct command. It may likely lead to the trainee responding with a threat of his own, storming out of the room cursing and/or complaining or, perhaps, sheepishly taking his seat but with increasing feelings of hostility and resentment.

Response #2 shows a recognition of the emotional state of the trainee (being very upset) and then asks a question about the source of irritation (What's bugging you?). The response tends to ignore or discount what the trainee said and looks for some other, hidden reason for his being angry and upset. It is likely to receive this kind of reply from the trainee: "I said *this* class . . . this *stupid* class, that's what's bugging me." Rather than gaining some understanding of feeling, emotions have intensified.

Response #3 is a form of advice giving or solution sending. It does not recognize or respond to the trainee's feelings in this situation. It also leaves the trainee out of any process for solving his problem because in this response, you have told him how to solve his problem. Such action lessens opportunity for development of self-control.

Response #4 has two characteristics which are important to effective communication. First, the response is *responsive* to the trainee's feelings. It recognizes his feelings, identifies and labels them, and does so in a way that is not judgmental. Feelings are easier to deal with once you can identify and label them. No doubt you have been in a situation yourself where you have wondered, "Why am I getting so upset about this?" Being able to identify feelings helps to pinpoint what is bothering each of us. The second characteristic of this response is that it *initiates* some kind of action by the individual. In this instance, the action involves a discussion between the instructor and trainee. The instructor is, in effect saying, "Tell me more about this," "I'm interested," "Let's get to the bottom of this, I want to know." This response should help to facilitate a

process of problem resolution, in which the trainee becomes more aware of his feelings and gains a better understanding of how they affect his behavior.

Two other aspects of this communication exchange also are important aspects of communication with which you must be aware. These are called *attending* and *personalizing* skills.

In our example situation, the instructor did attend to the trainee and was aware of his being upset. You might say, "Well, of course, he was aware of and attended to the trainee. The guy was cursing and complaining, how could he ignore him or not be aware of this disruption?" And right you are. Attending to the trainee is an important skill in interpersonal relationships and communication within the related subjects instructional setting. Attending is also very important in situations other than disruptive situations like the one used in our example. It is an essential part of your instruction and is very important with individuals who may not be outwardly disruptive and call attention to themselves, but who are inward and withdrawn and not involved actively in the learning process. Attending means giving attention physically to things like where you stand, how you stand, where you face and how you look. Also it means avoiding having objects such as desks between you and the trainees, and carefully observing and listening to the trainees. Attending is an essential pre-condition to instructing and helping.

Personalizing is another important aspect of good communication. In personalizing, you use your own experience to help the trainee determine where they are in relation to where they want to be. The personal pronoun "you" is used in your verbal response. Personalizing helps the other person gain control of their behavior and solve problems. As they increase their understanding and see the personal relevance for themselves, they are more likely to initiate change that will lead to a realization of their goals.

To review, there are four key aspects to good interpersonal relationships and effective communication skills. They are summarized as follows:

Attending. These skills are essential to instruction and mean that you, the instructor, are attending physically to your trainees and are observing and listening to them. Attending may be considered an essential pre-condition to instructing and helping.

Responding. Responding means communicating an understanding of the experience expressed by the trainee. It facilitates the trainees' exploration of their feelings, attitudes and values and sets the stage for the next step in the process, personalizing understanding.

Personalizing. By responding to the meaning, the problem, and the feeling expressed by the trainee in a personalizing way, you make the trainee responsible or accountable for their part in the situation. In this way you help them assume control of the situation.

Initiating. The instructor's initiating behavior facilitates the trainee's ability to act. By responding in a personalizing way, you help the trainee understand where they are and where they want to be. With initiating skills, you along with the trainee, begin to lay out a program of action that will help the trainee reach a desired goal.

Being able to recognize and identify aspects of good interpersonal communications in others as well as in yourself can help you begin to develop or improve your personal skills. Try to become aware of how other people communicate with one another. Take note of how other people such as your spouse, friends, supervisor, and co-workers, respond to you in various situations. By increasing your own sensitivity and awareness, you will see many ways in which you can develop and improve your communication skills. And remember, effective communication is a big part of successful counseling and interpersonal relationships with trainees. As you develop your communication skills through increased sensitivity and awareness, you will begin to see more and more situations when effective communication can be very important to successful resolution of a problem, to increasing an individual's sense of self-confidence and self-control, or to increasing trainee involvement and progress in the instructional process.

How To Perform The Skill

You can learn to identify aspects of good interpersonal communication by (1) becoming more aware of how you communicate; (2) becoming more aware of other people's communication skills; and (3) internalizing and applying a "checklist" of items which should be included when evaluating your own or another person's communication. Here are some checklist items to consider.

1. Are you attending physically to the trainees?
   - _____ making the learning environment comfortable, attractive, stimulating, and functional?
   - _____ presenting yourself in terms of both appearance and behavior as a positive model for trainees?
   - _____ facing the trainees squarely, left shoulder across from right shoulder?
   - _____ leaning forward toward the trainees?
   - _____ making eye contact with the trainees?
   - _____ circulating around the room, briefly attending to each trainee?

2. Are you observing your trainees carefully?
   - _____ how the trainees use and organize their work areas for learning?
   - _____ who your trainees associate with?
   - _____ the trainees' appearances?
   - _____ the trainees' behaviors?
   - _____ the trainees' postures?
   - _____ the trainees' eye contact?
3. Are you listening to your trainees?
   - _____ hearing the content of what the trainees say?
   - _____ listening for and understanding the feeling behind what the trainees are saying?
4. Are you responding to the content of the trainees' expressions?
   - _____ capturing the gist of what was said and being able to express it back to the trainee?
5. Are you responding to the feelings behind the trainees' expressions?
   - _____ understanding the trainees' feelings?
   - _____ formulating and using feeling words to show you understand the trainees' feelings?
6. Are you responding to the meanings of the trainees' statements?
   - _____ understanding the reasons for the feelings expressed by the trainees?
   - _____ communicating your understanding of the reason for the trainees' feelings?
7. Are you personalizing the meaning of the trainees' experience in your interpersonal communication with your trainees?
   - _____ pinpointing the trainees' role in their own experience?
   - _____ helping the trainees recognize their responsibility in the experience?
   - _____ identifying the implications for the trainees?
8. Are you personalizing the problem for the trainees by focusing on what the trainees are unable to do?
   - _____ focusing on the trainees' behavorial deficit?
   - _____ proceeding with care to insure that the personalized problem is acceptable to the trainees?
9. Are you personalizing goals of the trainees?
   - _____ understanding of the trainees' goals and objectives?
   - _____ communicating understanding of the trainee's goals and objectives?
10. Are you helping the learners in defining their goals?
    - _____ knowing who should be involved?
    - _____ specifying what is to be done?
    - _____ determining what actions are to be performed?
    - _____ knowing where the action will take place?
    - _____ stating how the action steps are to be carried out?
    - _____ stating how the action plan will be evaluated?
    - _____ understanding the needs and reasons for trying to reach the goal?

Examples

Applying the checklist criteria to responses that you make to your trainees, to other persons' communications, and as well to statements by trainees to each other can help you develop better listening skills and a deeper understanding of the communication process. Develop an overall rating for a response by thinking about various levels of interpersonal communication in terms of responsiveness and initiative. As you review the suggested levels, remember that attending skills are essential to communication; therefore, it is assumed that appropriate attending skills are present. Also, the concepts of personalizing and initiating are combined into the single term, "initiative." Review the levels listed below and the examples for each.

Level #1 Responses are both low on responsiveness and low on initiative. Often, the responses are more like questions or lectures that do not respond to the trainees' feelings nor provide a sense of direction.

Example:

Trainee: "I'm gonna get Johnson back, no matter what. That 'Turkey' has done duped me again."

Response: "You better learn to stay away from him. You know what they say, "Fool me once and . . . ; fool me twice and . . ."

Level #2 These responses are low on responsiveness but high on initiative. These responses are generally oriented to advice-giving. While the advice or suggestions may be excellent, they are either not heard or not followed because there has been no response or recognition to the feelings and meaning associated with the trainee's experience.

Example:

Trainee: "I'm really worried about the exam. I don't know what's gonna be on it, and the instructor hasn't given any clues."

Response: "Look, all you gotta do is review the questions at the end of each chapter. If you can do those okay, you'll be all right, believe me."

Level #3 These responses are high on responsiveness, but low on initiative. The feeling or meaning of the person's expression is understood and related, but there is no direction given.

Example:

Person: (Sitting in car with city street map in hand). "I'm running very late for a meeting. Oh, I will be terribly embarrassed to go in late. I'm not sure where I am. Can you help me?"

Response: "You feel really upset because you don't like to be late. You'll feel really embarrassed if you have to go in after everyone else is there."

Person: "Please! Give me some directions, Please!"

Level #4 Responses at this level are high on responsiveness and high on initiative. They personalize the feeling and meaning of the experience and demonstrate understanding for where the trainee is and where he/she wants to go. The general format of a level #4 response is: "You feel *(feeling word)* because you (cannot or are unable to) *(where the trainee is in terms of present skills)* and you want to *(where the trainee wants to be)*.

Example:

Trainee: "Sometimes I think I'm just not smart enough to do this work. I'm too dumb."

Response: "You're feeling *pretty bad* about your school work because it always seems to turn out poorly and you'd like to do a lot better.

Check to see if you can identify the response phrases that express (1) the feeling, (2) where the trainee is, and (3) where the trainee wants to be.

Level #5 These responses go a little farther beyond the level #4 responses. They express both the feeling and the meaning of the trainee's expression at a much deeper level than what was expressed. Any direction-giving reflects an understanding of where the trainee is and where he/she wants to be. Further, the response initiates a program plan to achieve the trainee's goal.

Example:

Trainee: "I think old man Baker is prejudiced. He treats me like dirt; gives me *all* the clean-up work *all* the time. Never anybody else! He picks on me because I'm black, and I resent it. Can't you do something about him?"

Response: "You're very bitter about the treatment you've received from Mr. Baker because he treats you unfairly and makes only you do the crummy jobs around the plant. You think he treats you this way because he's prejudiced against blacks. I think we need to sit down and talk about this further, perhaps involve Mrs. Gibbons, the Guidance Counselor, and eventually, Mr. Baker as well."

Additional Information

For additional information on the skills for effective interpersonal relations and communication, you might read: R. R. Carkhuff, D. H. Berenson, and R. M. Pierce. *The Skills of Teaching: Interpersonal Skills.* Amherst, MA: Human Resource Development Press, 1977.

Their analysis of teacher communication skills served as the basis for material presented in this chapter.

Self-Test Exercises

Using the word list, fill in the blanks with the appropriate words in the sentences below. Check your answers by referring to the appendix in the back of the booklet.

WORD LIST

interpersonal	initiative
trainee	responsiveness
exploration	you
lectures	communication
attending	listening
counseling	act

1. The counseling role of the related subjects instructor requires that the instructor establish and maintain effective _____ relationships with the apprentice trainees and utilize good interpersonal _____ skills.
2. Broadly defined, _____ is a reciprocal communication process based on a dynamic relationship between two persons.
3. The counseling process is important because it facilitates increased self-awareness, self-acceptance, and self-control on the part of the _____.
4. Personalizing is an important aspect of communication. In responding in this way, you draw upon your own experience to help the trainee determine where he is in relation to where he wants to go. As a general format, the personal pronoun "_____" is used in your verbal response.
5. _____ skills are essential to instruction, and may be considered a pre-condition to instructing and helping.
6. Responding effectively to a trainee's expression facilitates _____ of their feelings, attitudes and values and sets the stage for the next step in the process, personalizing understanding.
7. The instructor's initiating behavior facilitates the trainee's ability to _____, implementing a program of action that will help the trainee reach his desired goal.
8. Attending to the trainee means physically attending, observing and _____ to the trainee.
9. In evaluating the appropriateness and effectiveness of our or another instructor's responses to trainee's expressions, we are concerned about high/low _____ and _____.
10. Examples of the types of responses to trainee expressions which are low on both responsiveness and initiative would include questions or _____ which do not respond to feelings nor provide a sense of direction.

3. Skill: Develop Attending and Responding Skills

Introduction and Objectives

Two basic skills necessary for effective communication are *attending* and *responding*. Attending is the more essential, for it is the foundation or prerequisite, both for responding and for using more advanced skills of communication. This unit is concerned initially with techniques you can use to improve your attending skills. In addition to this foundation, the chapter also contains a review of specific ways of responding. Pay particular attention to the concepts of content, feeling, empathy and respect. When you have completed your work in this unit, you will demonstrate your understanding and competence in attending and responding skills by being able to:

1. Describe specific behaviors which are important in using good attending skills;
2. Identify and discriminate the content and feeling of written communication; and
3. Demonstrate knowledge of the concepts of respect and empathy in communication and interpersonal relations.

As you work through these materials, think about your interpersonal communication skills and those of your students. Can they be made more effective through incorporating the ideas presented in these materials?

What, When, and Why Use The Skills

Attending Skills

Attending skills include physically attending to, observing, and listening to your trainees. They refer to the specific techniques, mannerisms, and style that you use in approaching the trainees that you teach. How you use these skills, that is, how you approach your trainees communicates to them your level of interest in them and how much you care about them and their success in the related subjects instruction.

The most important thing about attending skills is their effect on the motivation level of the trainees. One of the most nagging problems in related instruction is lack of motivation among the trainees—not all, but many. For too many of them, it's a matter of simply putting in their time without a real investment in learning. Many fail to see the relevance of the related instruction to what they are doing on the job. The instructor's use of appropriate and effective attending skills *can improve and increase trainees' motivation*. Further, the use of attending skills is under the control of the instructor. Unlike other factors such as educational background, previous work experience, and social maturity, each of which influences trainee motivation, attending skills are directly under *your* control. How well you use them, and consequently how effective they are, depends completely on you.

There are three types of attending skills about which you must know: (1) physically attending, (2) observing; and (3) listening.

Physically Attending

Physically attending refers to how you prepare the learning situation for your trainees and how you present yourself either to individuals or to a group. In preparing the learning situation or instructional setting, you should do so in a way that is consistent with the interests, age and maturity levels of your trainees. How you arrange the furniture in the room; which types of furniture you use (e.g., school-type desks or tables and chairs); the visually displayed materials you use; and having a comfortable environment in terms of lighting, noise, temperature, and ventilation, are all important. The environment should be comfortable, attractive, and functional. When such a classroom environment is provided, it communicates interest in the trainees and invites their attention to the learning that is going to take place.

In presenting yourself to the apprentice trainees, it is important to consider your appearance and behavior. Your physical appearance is important and your dress and grooming should reflect your role as instructor. Remember that you are a model for what you want to see the apprentices become in their respective trades. Be sure that your work habits, such as being prepared, being on time, and grading their work promptly and fairly, present a good model for them to follow in their trade. Other specific behaviors you should be aware of include your posture and your eye contact. In addressing an individual apprentice trainee, you should be squared-up with and facing the trainee—your

right shoulder across from his/her left shoulder. This communicates that the trainee has your full attention. You also should lean forward slightly as this indicates that you are interested, much like being on the edge of your seat watching a tense basketball game. Further, maintain eye contact with the trainee. This communicates your interest in the trainee as an individual and gives you the opportunity to observe the trainee's facial expressions and behaviors, a source of important information. When addressing a group or classroom of trainees, the important aspects of attending also apply. Be sure to face the group squarely, positioning yourself in front of them so that you are able to have all of them in your view. Avoid turning your back on them while talking, even when writing on the board. Make eye contact with each individual trainee, moving from one to another quickly as you scan the group and observe their attention and response. Minimize the distance and number of physical objects such as desks or tables between yourself and the trainees. Arrange the desks or tables and chairs in the room so that you have space to pass between them as you move around the room and observe the trainees at their learning tasks.

Observing

The second type of attending skill which you should develop and use is observing. Learn to observe the following things about your trainees: (1) their learning environment, (2) their physical appearance, (3) their behavior; (4) their posture; and (5) their eye contact with you as their instructor and with the educational materials they are working with. Look at the area where the trainee is working. Does it indicate that the trainee is prepared and well organized? Are all necessary books, supplies and materials there? Has the trainee organized his/her desk or work area to do the work effectively and efficiently? Does the area have adequate lighting? Is the area free from distracting noises and interruptions? Observe also the trainee's appearance. Some obvious observations include age, sex, size, race. Also, observe dress and grooming. Here again, look for appearances and presentation on their part that tells you something about their dress and grooming habits. Is their dress conservative? coordinated? neat? What inferences can you make about the trainees as learners that may suggest ways for you to relate best to them in the instructional setting? Remember that observations of your trainees' physical appearances are inferences *only*, and must be checked out through subsequent interactions or information that will either support or contradict them.

Notice the behavior of your trainees. From these observations, you can tell if their energy level is high or low. How interested and how serious are they in the lesson? Do they arrive on time and have with them all necessary materials or do they come late consistently to sessions and frequently forget the materials they need to participate fully in the lesson?

Trainee posture and eye contact can tell you something about their interest and attention as well. For example, a trainee with head bowed down or supported by his hand may be fatigued after an exceptionally hard day at work. Do the learners' faces look puzzled? Perhaps they are having difficulty understanding the lesson being presented. Loss of interest may result if they are having trouble following your lecture or are unable to do the task you have given them. From your careful observation, you should be able to see how the trainees have prepared themselves, how much interest they have, and how well they are attending to the lesson.

Listening

The third type of attending skill is listening. There are two aspects of listening. One is listening for the trainees' feelings behind their expressions. The second is listening to the content of the trainees' expressions. Listening for both content and feeling in the trainees' expressions is a step toward better understanding of the trainee and their experiences or situations. When you are listening to your trainees, whether it be in the classroom or instructional setting, before or after class, during conferences with individual trainees, or in less formal situations, you must listen to what is said or the content as well as to the feelings the trainee is expressing along with the content. Some examples of feelings which trainees might have, both positive and negative, are presented in Table 1. Review the list and try to think of other words that describe positive and negative feelings. What words do you use most often to describe your feelings—when you are feeling good about things or not so good about yourself or a situation you are involved in?

Look at the five statements made by trainees and listed in Figure 2. With the first expression, the content and feelings are identified. Following this example, identify the content and feelings of the other four statements.

Check to see how your identification of the content and feelings of each of the statements matches those given below. Where yours are particularly different, and you missed a particular feeling or misinterpreted the content, read the statement again and see if you can recognize the feeling and describe the content.

Being able to use words to describe or label feelings is important because through this process, trainees develop more awareness, understanding and ownership of their feelings. This increases self-control, one of the goals of communication and counseling. Remember, feelings affect the way everyone behaves. Helping your apprentice trainees

TABLE 1

List of Feeling Words

Positive	*Negative*
super	frustrated
neat	bored
relieved	sad
satisfied	disappointed
proud	blamed
excited	embarrassed
o.k.	rejected
optimistic	lonely
happy	pessimistic
interested	confused
hopeful	down (depressed)
relaxed	discouraged
secure	anxious
comfortable	helpless
great	scared
wonderful	bad

recognize and accept their feelings as a natural and vital part of being human is the counseling role. By attending physically to the trainee, by observing the trainee's appearance and behavior, and by listening to the trainee's expressions for both content and feeling, you will be in a position to assist the trainee through use of your responding skills.

Figure 2. Example Statements

Trainee Statement	Content	Feeling
#1 Yesterday, I went to the doctor and found out that I'm pregnant. Now what? I certainly don't want to lose this job and the training I'm getting.	Went to the doctor, learned of pregnancy.	uncertain, scared, concerned about future.
#2 Can you believe it? Snyder's monthly evaluation report on me was super. I think I'll get that raise now.		
#3 Trying to make it on this apprentice salary is rough, let me tell you! I hope I can stick with it long enough to let it pay off.		
#4 I got it! Finally, I think I'm getting the hang of these equations.		
#5 Boring, that's what it is. Why do we have to know all this junk about labor union history and apprenticeship laws?		

	Content	*Feeling*
#2	Received positive evaluation report from supervisor	Proud, surprised, happy, hopeful.
#3	Money is tight.	Concerned, but hopeful.
#4	Able to solve math problems.	Relieved, pleased, interested.
#5	Complaint about course content.	Bored, frustrated.

Responding Skills

The purpose of using good responding skills is to help trainees explore their feelings and their particular experiences or situations. Through this exploration, they will develop better understanding about their feelings and their behavior. Further, it will help them to determine what they can or should do. The way in which you respond must accomplish two things. First, you must respond to the feeling being expressed by the trainee. You must recognize the feeling being expressed and formulate and use a feeling word that describes it. Your listening skills are critical in this regard. After listening, reflect your understanding back to the trainee using the general format: "You feel ____ ." Second, develop an understanding of the trainee's reason for the feeling. This emphasizes the meaning behind what the trainee is saying, and allows you to combine the feeling and the content. The format of the reflective statement can be expanded in this way. "You feel _____ because _____ ." By responding with a reflection of the feeling and the meaning behind the feeling, you are responding effectively, helping the trainee to explore his feelings and his/her situation further.

Here are some examples of responses that are effective. They refer back to the trainee statements presented in Figure 2.

Trainee Statement #1: "Yesterday, I went to the doctor and found out that I'm pregnant. Now what? I certainly don't want to lose this job and the training I'm getting."

Response #1: You feel uncertain about what's going to happen because of the pregnancy and aren't sure how it's going to affect your work and training.

Trainee Statement #2: Can you believe it? Snyder's monthly evaluation report on me was super. I think I'll get that raise now.

Response #2: You're really proud of that report, even better than you thought it would be; it may mean you'll get that next raise.

Trainee Statement #3: Trying to make it on this apprentice salary is rough, let me tell you! I hope I can stick with it long enough to let it pay off.

Response #3: The money situation is discouraging—you're concerned about being able to stick it out and complete the apprentice training program and benefit from it.

Following the instructions provided thus far on responding, and using the examples above, write a response that you would make to the following two trainee statements. Remember, be sure that your response reflects both the feeling and the content or meaning of the trainee's expressions.

Trainee Statement #4: I got it! Finally, I think I'm getting the hang of these equations.

Your Response to #4: _____

_____

_____

_____

Trainee Statement #5: Boring, that's what it is. Why do we have to know all this junk about labor union history and apprenticeship laws?

Your Response to #5: _____

_____

_____

_____

Compare your responses with the following responses that were suggested by experts. The suggested responses follow the format for reflective statements of feeling and meaning. If your responses are similar, then you are using good responding skills and understand the concepts such as listening, being able to recognize and label feelings, and formulating a reflective response that helps the trainee explore more fully his/her feelings and behavior. If your responses are not similar, or if you have misinterpreted the feeling, or fail to see the reason for the feeling, then you should review this section on attending and responding skills.

Check Yourself

Example Response #4: You feel *relieved* because you *have gotten over the hump in solving equations.*
Example Response #5: You feel *frustrated* because you *don't like studying the history and law* which is part of the course.

Respect and empathy

The suggested way to respond to the trainee's expression helps to communicate two things about you to the trainee. First, it communicates to the trainee that you have respect for him/her. By indicating that you are interested and want to listen, you are saying to the trainee that he/she is valued and respected. This increases the trainee's willingness to explore feelings or problem areas. Your respect for the trainee can help break down the barriers of isolation and pave the way for close communication and new self-esteem. Second, expressing your understanding of the trainee's feelings shows that you have empathy, that you understand what the trainee is feeling and experiencing from his/her perspective. It is a great feeling when some-

body else understands how you feel. When this happens, the other person (in this instance, the trainee) is much more willing to explore and reach a better understanding of self. Further, when you display the characteristics of respect and empathy, the trainee is going to be more likely to consider alternative suggestions which you may make.

The "Dirty Dozen"

The type of reflective response and the format for delivery that is proposed can be contrasted with typical ways of responding which are generally not effective in helping the trainee explore his/her feelings and experience. These types of responses have been referred to as the "dirty dozen." Probably you will recognize them. As you review them, identify those that you may tend to use often. Also, think of how statements such as these have made you feel when others have made them to you. The list presented here was compiled by Dr. Thomas Gordon, a psychologist who has studied interpersonal relationships between parent and child, teacher and pupils, and employer and employee.

"The Dirty Dozen"

1. Ordering, Directing, Commanding
   "Stop complaining. You're going to have to know this stuff because it's part of the course. There's not a thing else you can do."
2. Warning, Admonishing, Threatening
   "If you don't start showing up on time for class, I'll report you to the personnel office."
3. Exhorting, Moralizing, Preaching
   "You should have thought about that before you got pregnant."
4. Advising, Giving Suggestions or Solutions
   "Well, I'll tell you what I'd do, I'd . . .
5. Lecturing, Giving Logical Arguments
   "One of the things you're going to find out on the job is that you don't always get your way. So . . ."
6. Judging, Criticizing, Disagreeing, Blaming
   "Your attitude is all wrong. You've just got a poor attitude about this."
7. Praising, Agreeing
   May not always be beneficial. May be viewed as manipulative; may evoke hostility if the person doesn't agree with your evaluation; or, may create dependency.
8. Interpreting, Analyzing, Diagnosing
   "I know what's wrong with you. You're just too shy."
9. Reassuring, Sympathizing, Consoling, Supporting
   "Don't feel bad, things are going to get better."
10. Probing, Questioning, Interrogating
    "How long did you study for the exam? Do you think you studied as much as you should have?"
11. Name-calling, ridiculing, shaming
    "You're just lazy, that's all. Otherwise, you would have had that work finished by now!"
12. Withdrawing, Distracting, Humoring, Diverting:
    "That's too bad, I guess. Look, we've got to get back to work on this end and get it finished."

The "dirty dozen" are responses everyone uses from time to time in communicating with children, spouses, friends and trainees. No doubt you have been on the receiving end of these kinds of statements, e.g., when you have had a problem that needed resolution. You know the limited effect of these statements. Often, they may be more harmful than helpful. They tend to cut off communication, rather than increase communication and exploration. By contrast, appropriate attending, listening and responding skills do help increase communication and exploration in the following ways:

1. Helps the trainee find out exactly what they are feeling.
2. People become less afraid of, and more comfortable with negative feelings.
3. Promotes a better relationship between instructor and trainee.
4. Helps improve the problem-solving abilities of the other person, the trainee in this context of related apprenticeship instruction.
5. The trainee becomes more receptive to the instructor's thoughts and ideas.
6. The responsibility for solving the problem or deal ing with the situation remains with the trainee; it does not become the instructor's problem, for example.

"Door Openers"

In some situations it may be difficult to identify the trainee's feelings, even though you know that feelings are there. In such situations, it may be most helpful to use what are called "door openers." These communicate to the trainee that you are interested in what the trainee has to say and are willing to listen to him or her. Here are some examples:

"I see."

"Oh."

"Interesting."

"Tell me about it."

"Shoot, I'm listening."

"This seems important to you."

These are simple ways to get communication started, as they encourage the other person to open up and start

talking. They are invitations—simple but effective responses that "get the ball rolling."

How to Perform the Skills

These skills, attending and responding, may be new skills for you, may be skills that you have used in the past or may be skills that you are using now. Whether you are using these skills for the first time or trying to improve existing skills or revive old ones, two things are critically important—*awareness* and *practice*. With each of these skills, you must be aware continually of how you are attending to your trainees and how you are responding to them. You also must practice these skills on a regular and consistent basis whenever your related instruction classes meet. You need continuous use of these skills in order to perfect them and keep them sharp.

You can develop the skill of *physically attending* by doing the following:

1. Face squarely the individual trainee or class with whom you are interacting. If it is an individual, his/her right shoulder should be directly across from your left shoulder; if it is group, you should position yourself so that you are facing the group and have full view of them. This way, you are able to make eye contact with each trainee in the class. Avoid turning away unnecessarily to one side or the other. Do not try to talk and write at the backboard at the same time, with your back to the class.
2. Maintain eye contact with the person with whom you are talking. If you are interacting with a class or group of trainees, make eye contact with each member, moving from one to another in a random fashion.
3. Minimize the distance between yourself and the trainee/class and make sure you have removed all physical objects that create a barrier between yourself and the trainee/class (desks and other furniture not needed for demonstration, for example).
4. Make sure that you have organized the room and taken care of other aspects of the physical environment to make the setting comfortable, attractive, functional and in tune with the interests, trade areas, ages and maturity levels of your trainees.

You can develop your *observing skills* by using a systematic process such as follows:

1. Single out one area for observation initially such as physical appearance or preparation and readiness for engaging in tasks.
5. Observe all of your trainees for a period of three to five days in this one area.
3. It helps to structure your observations by making notes either during or after classes, depending on what you are observing. By recording your observations, you can see if a trainee's appearance or behavior changes over time. You can also see whether or not your observation skills are improving. If, for example, you are able to record after class general comments about each trainee's physical appearance then you have begun to master observation skills.
4. After you have focused upon one area for observation for about a week, shift your observation focus to another area. Repeat the above steps over a period of three to five days.
5. After you have developed your observation skills in the areas of learning environment, physical appearance, behavior, posture, and eye contact to a satisfactory level, begin to focus on individual trainees.
6. Select one trainee to observe and focus your observation on this one trainee for a period of three to five class meetings. Be comprehensive in your approach, observing skills in all of the various areas discussed.
7. From your observations of a single trainee as suggested in Step #6, develop some hypotheses about the trainee. Next, check to see if your ideas are accurate and valid. For example, you observe that the trainee is slow to begin his/her work after instructions are given and assignments made. He/she watches to see what other trainees do and then begins his/her work. Perhaps the student is not understanding your verbal instructions or has difficulty in following directions. You can check this out by asking the student to restate instructions/directions to you.
8. Repeat Steps #6-7 with two more trainees in your related subjects' program. Notice how each individual trainee is unique, with differing personality styles, work habits, and so on.
9. Apply your observation skills in all of your instructional settings with all of your trainees.
10. Periodically check your observation skills by recording. This will help you maintain the skills you have developed.

You can develop your *listening skills* by becoming more aware of your own and other persons' conversations, comments and expressions. Do the following:

1. Become more aware of the words that *you use* to express your feelings to other people such as coworkers, supervisor, family members.
2. Note how the words you use are related to the feelings that you have. Are they direct, subtle, or evasive? The words you use probably will depend on who the

other person is and how you feel about them. In other words, do you consider the other person to have respect and empathy. If so, there probably will be greater congruence between your words and your feelings in communication with this person.

3. Listen to other persons' conversations. They could be talking to someone else or to you. Can you describe or restate the content and detect and identify the feelings that are being expressed? Make some hypotheses or guesses about what content and feelings you think are being expressed. See if they are confirmed by the person later in the conversation.
4. Evaluate how well you think you are doing and seek to improve your listening skills. Remember that no one is perfect in this, which is why communication between people is so complex and can lead to such confusion at times.
5. Keep in mind that if you want to have good listening skills, you must: (a) want to hear what the other person is saying; (b) be willing to take the time to listen or if not, say so; (c) accept the content and feelings expressed as being real in the perspective of the other person; and (d) understand that the other person's feelings are transitory, not permanent.

You can develop and apply your *responding skills* in interchanges with your trainees by using the suggested format:

You feel (identify feelings) _____ because _____ (state the content of the expression)

More specific steps include the following actions on your part:

1. Identify the content and the feeling. You will accomplish this by using your newly developed or improved listening skills.
2. Formulate a response statement.
3. Communicate your response to the other person using the suggested format (You feel...because...).
4. Avoid using the "dirty-dozen" responses. But, if you happen to forget and slip one in—do not worry. Come back with a more reflective, responsive comment at your next opportunity. (Old habits are hard to break, but you can do it with effort and practice.)
5. Remember to use "door-openers" if you are not sure of your response. These will help to keep the other person communicating, giving you additional information to use to identify content and feelings and provide a little more time to formulate your response.

Examples

Bill Robbins, a related subjects instructor teaching at the Huntsville Community College, was reviewing test scores of trainees taking his course in related math for apprentices in the building trades. He was concerned about one student in particular, Eddie Alvarez. Alvarez's performance in the class, his ability to answer questions, his assistance with other students having difficulty with assignments, and the general high quality of his work were not consistent with his test scores. Overall, Alvarez had a C average based on five tests which were given weekly since the start of the course. With a test upcoming in a couple of days, Robbins decided to pay particular attention to Alvarez prior to and during this next test. From his observations of Alvarez on the day of the test, he noted the following:

1. Upon entering the classroom, Eddie seemed very serious. He took no time to interact with other trainees, to exchange chit-chat or joke with them. While all of the trainees were more serious on test days than other days, Eddie seemed more so.
2. Eddie took his seat and began to review furiously his text materials and class notes. His review seemed hurried and disorganized.
3. Once Robbins said it was time for the test and for trainees to put all of their materials away, Eddie did this.
4. While waiting for the test to be distributed, Eddie did a lot of "fidgeting" in his seat. He did such things as tapping his pencil on the desk, wringing his hands, and rubbing his hands on his pants as if wiping them off.
5. Eddie worked on the test in an agonizing manner, seeming to have to wrench each answer from himself to put it down on paper.
6. After about half the allotted test-time had past, Eddie seemed to have given up on the test. He was distracted by other activities going on in the room or outside. At times, he seemed to be just staring off into space.
7. After Mr. Robbins announced that only ten minutes were left, Eddie seemed to direct more of his attention to the test and continued answering the questions although in a "hurried-up" fashion.
8. Mr. Robbin's review of Eddie's test papers indicated a good deal of confusion and disorganization in his responses. He noted where Eddie had missed questions that he had been able to perform with relative ease in class.

Based upon his observations, Mr. Robbins hypothesized that Eddie's poor test performance resulted from extreme anxiety on Eddie's part when it came to taking tests. He knew Eddie could do better work. He decided to call Eddie into his office for a conference, discuss the situation with him, and see how the situation was perceived by Eddie. He particularly wanted to know if his hunch was right. If so, he

wanted to see how he could help Eddie deal with this problem. Bill Robbin's careful use of observation helped him to identify what was happening with one of his trainees and begin to take action toward clarification and resolution of the problem.

• • • • • • • •

Terry Phillips was an apprentice enrolled in a related subjects course for electrical workers. The course was taught at the I.B.E.W. Hall on a one night per week basis by Marshall Poe, a journeyman and local area electrical contractor. Marshall knew Terry pretty well because Terry worked for another electrical contractor in the area that specialized in industrial wiring. Terry had originally applied to work for Poe's company. However, at that time there was not enough construction activity going on to take on another person, even an apprentice. Marshall Poe liked Terry and would have hired him if he could have. After the course had been in operation for about eight weeks, Poe began seeing some changes in Terry that he did not like. Terry began coming late for class, came in unprepared. His attitude seemed to be changing. At first, he was eager to do the related work. He was enthusiastic and an all-round solid trainee. Now, he seemed to have an "I don't care" attitude about his work, and was not serious in applying himself to the work in the course. Marshall suspected that he knew what the problem was, or at least what part of the problem was. The crew with which Terry was working had a reputation for being a rowdy bunch, involved in drugs, and "heavy drinkers" at a local bar which they frequented almost daily after work. Marshall surmised that Terry's change was related to his association with these crew members, especially his off-the-job association. He tried talking to Terry about the group with which he was associating, but Terry would not listen. In fact, he became more obstinate and told Marshall (in effect) that if Marshall was so interested in what he (Terry) was doing, and who he was doing it with, why didn't he hire him in the first place. "Look," he said, "it's none of your business what I do and who I do it with. These are my friends, the guys I work with and who help me on the job, and off the job, too. You do not need to worry about me."

Marshall let things slide after that. He did not push his point with Terry, but he did continue to watch him more closely and indirectly. Also through friends in the trade, he kept up with Terry's progress as an apprentice. From Marshall's perspective, Terry's situation continued to go downhill. He found out that Terry had been arrested for drunken and reckless driving and speeding, and had attempted to avoid an arrest. He was likely to lose his driver's license. Shortly thereafter, one night after class, Terry hung around like he was waiting for everybody else to leave. This was unusual because he was always one of the first to clear out as soon as the related instruction class was over. When just Terry and Marshall were left, Terry turned to Marshall Poe and said, "Can you give me a ride? Those jerks took my license away today." "I'm not surprised," Marshall replied, "Why should you be. Don't you know...." and then he caught himself. He thought to himself, this is no time to start saying "I told you so" even though that is exactly what he felt like saying. He thought for a minute, and said, "...well, okay, I'll give you a ride. Maybe on the way you can tell me what happened."

In this example situation, Marshall sensed that Terry wanted to talk with him. He was still very interested in Terry and wanted to help him. He realized that if he started off by saying "I told you so" and moralizing and preaching, that Terry would likely get "turned off" and become more resistant. He decided the best thing to do was stay cool, keep his own feelings and emotions in check for now and give Terry a chance to talk since he seemed to want to. About the best thing Marshall could do at this point was to use "door-openers" to let Terry know he was still interested and willing to listen.

Additional Information

For additional information on development and maintenance of attending and responding skills, a major source would be *The Skills of Teaching: Interpersonal Skills*. A chapter each is devoted to attending and responding skills. The book also contains an extensive list of feeling words which are categorized according to levels of intensity.

Another good source, used as a reference in the development of this module is a manual, *Individual and Group Counseling*. This manual contains exercises on listening for feeling and content as well as brief, concise discussions about the concepts of empathy and respect. Finally, some of the publications of Dr. Thomas Gordon, particularly, *Parent Effectiveness Training* and *Teacher Effectiveness Training*, contain general information and specific strategies for effective communication that are applicable to the instructor-trainee relationship in related instruction in apprenticeship programs. References for the sources are listed below:

R.R. Carkhuff, D. H. Berenson, and R. M. Pierce. *The Skills of Teaching: Interpersonal Skills*. Amherst, MA: Human Resource Development Press, 1977.

S.A. Fagen, and L.J. Guedalia. *Individual and Group Counseling*. Washington, DC: Psychoeducational Resources, Inc., 1977.

T. Gordon. *Parent Effectiveness Training*. New York: The New American Library, Inc., 1975.

T. Gordon. *Teacher Effectiveness Training*. New York: Peter H. Wyden, Inc., 1975.

Self-Test Exercises

Answer the following questions in the space provided or on separate work paper. Check your answers with those in the appendix at the back of the booklet.

1. The three types of attending skills I need to develop are:
   a. _____
   b. _____
   c. _____
2. Using appropriate attending skills can be a way of motivating trainees to learn. It is one motivating technique that is completely under the control of the instructor.

   _____ True or _____ False
3. Physically attending includes:
   a. how you prepare the physical environment for learning
   b. your physical appearance and behavior
   c. your posture
   d. your eye contact
   d. all of the above
4. The purpose of using good responding skills is to:
   a. be able to tell the trainee what to do
   b. make the trainee feel guilty about what they've done and want to do better
   c. help the trainees explore their feelings and experiences
   d. make the trainee see how his behavior or attitude is a problem for you
5. What is the general format you should follow in using appropriate responding skills?
6. Respect and empathy for the trainee are what you communicate to the trainee when you use good responding skills. Which response below best illustrates this:
   a. "Well, that's really a simple problem, so don't worry. Here's what you should do _____."
   b. "You know, Sara, what's wrong with you is you let too many people push you around."
   c. "How long did you prepare for your demonstration? Do you think you really put enough effort into it?"
   d. "You really feel discouraged about your work, it never seems to stop piling up."
7. Give an example of a "door-opener".
8. As a related subjects instructor, two things are most important as you develop and/or improve your responding skills. These are _____ and _____.

4. Skill: Develop Personalizing and Initiating Skills

Introduction and Objectives

By using your attending and responding skills, you can establish with the trainee what is called the *responsive base*. Through your listening and reflecting skills, the trainee has identified you as a person that has respect and empathy for an apprentice's perspective and feelings. Through your facilitation, trainees become willing to explore their feelings and to develop further their understandings. Once a responsive base has been established you are to move to the next two levels of communication—*personalizing* and *initiating*.

Personalizing is a process of communication that helps the trainee to see his/her limitations and to visualize how he/she might change them—or, *where they are* compared to *where they want to be*. In a problem situation or experience, an individual will be more likely to take action if they perceive the problem to be their problem. "This is my problem, these are my feelings, this is what it means to me." Personalizing, then, increases the individual's feelings of ownership and responsibility. Consequently, it also increases the individual's willingness to do something about the problem.

Initiating skills refer to responses which give the trainee direction—but only after the responsive base has been established and the situation or problem has been personalized for the trainee. The initiating response reflects an understanding of the trainee's general goal as well as what will be required to reach it. The "what will be required" includes several things. It includes knowing, for example, who is to be involved, what is to be done, actions to be performed, when the actions will take place, how actions are to be performed, and the reasons for trying to achieve the goal.

This chapter contains information about how you can move from attending and responding to personalizing and initiating in your responses to trainees in your classes or program. Specific techniques for personalizing and initiating are presented. You will have an opportunity to review and to critique specific responses as you learn how to apply these skills. When you have completed your work in this unit you will demonstrate your understanding and competence in personalizing and initiating skills by being able to:

1. Describe specific behavior and general response formats which are important in using effective personalizing and initiating responses;
2. Identify and discriminate effective personalizing and initiating responses in written communication;
3. Demonstrate understanding of personalizing and initiating responses through written responses to test exercise questions; and,
4. Identify common mistakes made in using personalizing and initiating skills.

Remember, as you work through these materials, think about your interpersonal communication skills and those of your students. How can they be made more effective through incorporating some of the ideas presented in this unit?

What, When, and Why Use The Skills

Personalizing Responses

Personalizing responses should be aimed toward accomplishing three things. First, they should personalize the *meaning* of the situation or experience for the trainee. In the trainee's mind, he/she should be saying, "Hey! This has real implications for me." Second, they should personalize the *problem* for the trainee. This means they should help the trainee accept ownership for the problem. The trainee should see or recognize that the current situation or experience results either from something the trainee did or something the trainee cannot do. Take for example the trainee discussed in the last unit who had extreme test anxiety. You as an instructor want the trainee to be saying in his/her mind "This is my problem. This is something I must work on. This is one thing I've got to do something about." Third, they should personalize the *feelings* of the trainee, allowing the trainee to identify and to explore deeper and more accurately feelings and meanings. If you have ever experienced the death of a very close friend, relative, parent or spouse, then you are no doubt aware of the depth and range of feelings that one can experience. Different feelings are experienced at different levels, Some go very deep and cut at the core; others also are present, but are more

superficial. As you explore them, you find that the meanings of feeling change. They become less or more significant to us. Personalizing responses then, not merely reflects what feelings and meanings the trainee expresses, but adds to them. This additive process increases the trainee's understanding of his/her situation.

Personalizing responses are to be used after a responsive base has been established. Remember, develop the responsive base by using your attending and responding skills. By using responses that are high on responsiveness and low on initiative, you develop a responsive base through which the trainee can explore his/her feelings more fully. This also helps you to develop a better understanding for the trainee's perspective. High on responsiveness and low on initiative means that you listen and reflect much more than you tell or "talk to". Later on, after you have moved through the personalizing stage, you can use initiating responses which involve direction giving.

You may ask, "Why is this personalizing business so important?" What does it do for the trainee? It is important for several reasons, the most important of which is that it increases responsibility. How many times have you heard people complain about things like routine office procedures, working conditions, other people and their boss. Even so they never seem to get around to doing something constructive about it. By complaining, some people say they are expressing their feelings and people do listen to them. However, people sometimes get tired of listening to the same old thing. Eventually, someone may blurt back at the complainer, "Well, why in the world don't you do something about it and stop all of this complaining!"

One reason people do not do something about the problem is because they have not personalized it. They have not looked thoroughly at the implications for themselves personally. They talk about the problem from the standpoint of how it affects the workplace, how it affects relationships between workers, or how it gives the company a bad name. In other words, the problem is always external to themselves. It is not internalized, not personalized. This also can become an easy rationale for not doing anything about the problem. "It's somebody else's problem" or "She's the problem and you can't change that," is an excuse to often expressed.

When the person or trainee personalizes the problem, he/she says: (1) "This problem has implications for me personally"; (2) "This is how it makes *me* feel"; (3) "This is my problem and I must do something about it." When the personalizing process occurs, a feeling of ownership of the problem emerges. A feeling of being responsible to do something about it develops. The result is an increased feeling of responsibility for one's own behavior. This is why through effective communication and interpersonal relations between instructor and trainees, responsible trainee behavior emerges. Think back to the last time you dealt with a problem that was bothering you. Is this the way you dealt with it?

To illustrate the personalizing response, recall the example response that was presented in a previous chapter and notice how you can build upon previous communication to personalize meanings, the problem, and feelings for the trainee. Remember, communication is an additive process. The technique is quite simple, as you will see.

#1 *Trainee's expression*: "Boring, that's what it is. Why do we have to know all this junk about labor union history and apprenticeship laws?"

#1 *Response:* "You feel frustrated because you don't like studying the history and law which is part of the course."

#2 *Trainee's expression*: "Frustrated for sure! I don't mind studying, but why study this?"

#2 *Response:* "You're frustrated because you can't see any relevance between what you're studying and what you need to know to do your job."

#3 *Trainee's expression*: "Right! Exactly. I mean, ...uh... when would this staff ever be useful?" I just don't know...maybe I don't see it.

#3 *Response:* "You are feeling unsure about this because you cannot see how you would use it and you'd like to have some idea about where it all fits in."
Trainee's expression: "Yep, I sure would. It's all kind of vague to me."

Look at what has happened so far in the conversation. In responses #1 and #2, the responsive base has been established. This is confirmed by the first two words of the trainee's expression (#3) which indicates that the instructor in this situation has reflected accurately the feeling felt by the trainee. The instructor understands the perspective of the trainee. (If you were observing this interaction, you would be able to see physical evidences of this understanding in, the trainee's posture and eye contact. It would tell you, "Right, yes, that's it, you understand.") In the second part of the trainee's expression (#3), you can see that the trainee begins to explore his/her feelings more deeply and the meaning as well. The problem also is becoming more personalized..."Maybe I don't see it," states the trainee. The next response by the instructor (#3) reflects this and reinforces the personalizing process. The trainee's expression (#4) confirms this. Look closely at instructor response #3. Notice that it (1) reflects the feeling ("...are feeling unsure..."); (2) where the trainee is ("...cannot see how you would use it."); and (3) where the trainee would like to be ("...some idea about where it all fits in"). The trainee has moved from complaining about the material to recognizing

that he/she needs to be better informed. The general format of the personalizing response is as follows:

You feel (are feeling) _____

because you (cannot) _____

and _____ .

You feel (are feeling) feeling

because you (cannot) deficit or where trainee is

and change or where trainee wants to be .

This general response format for personalizing responses has two important changes from the general response format introduced to you in the last chapter. First, the pronoun "you" is explicitly included after the word "because." You is a personal pronoun; it helps to personalize the meaning and feelings of the problem. Second, another phrase is added after the key word "and". It captures a general direction or end-state that describes where the trainee would be if this problem were solved. In our example, the trainee would see how "all this history and law stuff fits in." Review the general format for personalizing responses. Be sure you understand it before proceeding with the next discussion on initiating skills.

Initiating Responses

With initiating skills you begin to help the trainee move from their problem to change or resolve their problem. Your initiating behavior facilitates the trainee's ability to act. Initiating skills and initiating responses require that you help the trainee to do the following: (1) define the goal; (2) identify steps for reaching the goal; and (3) implement the steps in a systematic, organized manner. The goal usually is determined by the last statement of the personalizing response. It can be restated more clearly, perhaps, but this provides the general direction or describes the type of change that needs to be made. The goal should be defined more specifically, however, to answer the following questions:

Who is involved?
What is to be done?
When are actions to be performed?
Where will the action take place?
How can the action be performed?
Why are you moving toward this goal?

In the example, the answers to numbers 1, 2 and 6 have been stated partially. Answers to numbers 3, 4 and 5 need to be devised. They will become part of the specific steps to be taken toward achieving the goal and included in the implementation plan. Here is where the instructor's direct input becomes important. The instructor should be able to make specific suggestions, provide direction, and give the trainee some alternatives for reaching the goal. Here are some possibilities for the trainee who wants to achieve a better understanding of how knowledge of labor union history and apprenticeship laws are related to his apprenticeship program.

- Make the following points to the trainee:
  a. Knowledge of apprenticeship laws will help you determine if your treatment, rate of progress, and pay are what you are due.
  b. Advancement within your apprenticeship program is dependent on both your progress on-the-job and in the related instruction class. Evaluation will include these information areas. (This is reality and you have to deal with it.)
- Provide personal testimony as to how your knowledge of labor union history and related laws has been helpful to you in your trade career.
- Provide the trainee with supplementary materials such as biographies of famous American labor leaders that will address his question.
- Arrange for the trainee to visit/contact a local labor union leader who is articulate in describing events in labor union history and relating them to today's situation.
- Reverse roles on the trainee and ask him/her to prepare a brief, 10-minute presentation on apprenticeship law or labor unions for the class. In researching this and preparing for the presentation, the trainee's questions about relevance are likely to be answered.

Try to suggest more than one alternative. Include the trainee in determining which alternative to pursue. Many times simply providing pertinent information is all that is needed to resolve the problem. At other times you may require quite a bit of negotiation before a plan of action can be agreed upon.

To illustrate how initiating responses work, again recall the example and follow it through to a probable conclusion. Begin with the instructor's response #3.

#3 *Response:* "You are feeling unsure about this because you cannot see how you would use it and you'd like to have some idea about where it all fits in."
#4 *Trainee's expression:* "Yep, sure would. It's all kind of kind of vague to me."

Response: "To help make this more clear to you, let me suggest that you talk with Pete Potillo. He works at your plant in the processing division and is the local president of the chemical workers union. He has a good perspective and feel on these areas. I'm sure you'd enjoy meeting and talking with him. Since I know him, I'll call him and set up a time for you to meet with him. How does that sound?"

#5 *Trainee expression:* "Sounds okay to me. Set it up for next Tuesday or Wednesday if you can. I'll meet with him and then let you know what happened."
Two weeks later.....

#6 *Trainee expression:* "I had that meeting with Mr. Potillo. He was real nice and very helpful. You know I found out that my apprenticeship pay isn't what the law requires it to be based on my progress and evaluations. It should be higher, so now I'm going to get that straightened out."

Note that the initiating response must occur after the responsive base has been established and the trainee has personalized the problem and assumed some personal responsibility for solving it. Only then will your initiating response be received and accepted by the trainee. If it is presented too early in the communicative process, it can be perceived by the trainee as directing, ordering, commanding, or one of the "dirty-dozen" type of responses. The responsive base and personalizing establish a climate where the trainee will be interested in, and willing to listen to your ideas and suggestions. He/she may use them as is, modify them, or reject them in favor of other alternatives. Whatever, the responsibility remains with the trainee, it doesn't belong to the instructor. Your initiating skills help the trainee to take action in a responsible way.

How to Perform The Skills

In developing, improving and/or maintaining your personalizing and initiating skills, the two important things to remember are *awareness* and *practice*. Remember that, these were also the two important things related to developing and/or improving your attending and responding skills. In addition to these two very general suggestions, there are more specific steps to keep in mind. They are discussed separately for each of these two skills.

Personalizing Responses

Personalizing should be done after, only after, a responsive base has been established. Personalizing is an additive process. It allows the trainee to explore deeper and more varied feelings and meanings. The goal of personalizing is to help the trainee feel personal ownership over his/her personal problem or situation and to assume responsibility for solving it. Ownership and responsibility are key outcomes of this process. Here is what to do.

Step 1: Use The General Personalizing Response Format

You feel _____feeling_____ because you
(cannot) _____deficit or where he/she is now_____
and you want to _____where he/she wants to be_____

Step 2: Critique Your Personalizing Responses

You can tape record or make careful notes about your responses for later review and evaluation. Always try to be aware when you make a personalizing response so you can see what effect it has on the trainee. The trainee's expression is the best indicator of the response's effectiveness. Review the following examples of personalizing responses. Critique them to see if personalizing the feeling, the meaning, the problem and the goal or direction are included. Indicate with a check mark which of these elements are present. Assume that with each of these responses, the appropriate responsive base has been established.

1. *Trainee expression:* "When people like Johnson and some of those other guys trick or tease me, it really does make me feel stupid. I know I shouldn't feel that way, but I do."
Response: "You feel kind of down on yourself because other people use you and then that makes you feel stupid."

   Feelings ___ Meaning ___ Problem ___ Goal ___

2. *Trainee expression:* "I guess I just don't want to choke like I did the last time. That's why this next exam is important. I've got to do better."
Response: "You feel panicky because you didn't do as well as you would have liked on the last test and you must do better on this next one to bring up your grade."

   Feelings ___ Meaning ___ Problem ___ Goal ___

3. *Trainee expression:* "Look, when it comes to doing the related academic work as you call it, I've just never done well. It just ain't in the cards for me, I guess. I want to get it, but it just has never been easy for me."
Response: "You feel defeated because you've never

done well in academic areas and even though you've worked at it, it's been hard coming.'

Feelings ___ Meaning ___ Problem ___ Goal ___

4. *Trainee expression*: "It just isn't fair that I'm always getting stuck with these menial jobs. I want to do more . . . I can do more . . . he just never gives me the opportunity."
   Response: "You're fed up because you cannot show what you're capable of doing and even though you want to do more, you're never given the chance."

   Feelings ___ Meaning ___ Problem ___ Goal ___

5. *Trainee expression*: "Very definitely. And you know when they consider my age and my sex, of course, I think they'll just let me go. Everything I've worked for and hoped for will be lost."
   Response: "You feel frightened because being pregnant at your age you might lose the training position and job, and that's something you want to hold onto."

   Feelings ___ Meaning ___ Problem ___ Goal ___

6. *Trainee expression*: "When I look down the road and don't see the situation getting any better, it's pretty shaky. I've had to borrow money the last couple of months just to make ends meet. Somethin's gotta happen soon or I'm out."
   Response: "You feel very discouraged because you don't see any relief or improvement in your situation coming real soon and you'd like to think that you could make some adjustments to get through."

   Feelings ___ Meaning ___ Problem ___ Goal ___

Check your ratings for each of the six personalizing responses against those of trained raters. If your answers and those provided agree you understand the personalizing response—great! If agreement is less than 100%, but greater than 80%, your understanding is very good. Look at those items where your ratings differ from those provided and make sure you understand the distinction. If you are below 80%, then you should review this unit and rate the response again. (Figure your percentage by dividing the number of responses that match by 24).

Step 3: Observe Trainee Reaction

Observe the reaction of the trainee to your personalizing responses. If your responses are on target, the trainee's expressions will reflect: (1) ownership of the problem or recognition of their role in the situation; (2) a sense of responsibility about the problem or situation; recognizing that there's something they have to do; and (3) an openness to suggestions or ideas from you. If the trainee's response doesn't reflect these, use that as an indication that he/she has not personalized the problem and respond with a more general reflective response or another personalizing response.

Check Yourself — Critique of personalizing responses.

	Feeling	Meaning	Problems	Goal
#1	X	X		
#2	X	X	X	X
#3	X		X	
#4	X	X	X	X
#5	X	X	X	X
#6	X	X	X	X

Step 4: Establish Responsive Base

Always keep in mind the importance of establishing a good responsive base. Personalizing responses, because they are hitting "closer to home," need to be made in a climate where respect and empathy are felt.

Initiating Responses

Initiating responses aid the trainee to take action. In many situations the trainee will recognize what action he/she needs to take. In other situations, exactly what to do will not always be clear. This is when you as the instructor can provide guidance, direction, and suggestions.

Your initiating responses may be specific or general, depending on the situation or problem. For example,

> "I see what you want to do. Let's look at some alternatives that you might want to consider." (Leads to mutual problem solving.)
>
> "You've identified well the areas in which you want to improve. That's the most important step. Now, how to get there? Let's see . . ."
>
> "To improve your overall test average is going to require a more systemmatic approach to study and preparation. I suggest we work out a schedule that you and I both have, and review it every few days to see how it's working."
>
> "I can see how you really want to improve your relations with other workers. There are some specific suggestions in this pamphlet that would be helpful to you. Put one of them into practice each week and let's see if things don't improve for you."
>
> "In order to deal with this problem effectively, I think

you're going to have to have someone more experienced than you or I. If you don't know of a good counselor to go to, I can check with the personnel office and get some suggestions for you."

"Well, you know what you *need* to do. What alternatives do you think you have to get it done?" (Forces trainee to think of various alternatives. If he/she doesn't seem to have any, then you'll need to suggest some. This may well stimulate his/her thinking).

By presenting your initiating responses in this way, you will lead the trainee in the direction of reaching their goal.

Once the idea of what to do—call it the general overall strategy—has been identified and agreed upon, the next step involves the development of an implementation plan. This plan of action spells out in more detail the specific steps that need to be taken to carry out the general strategy. The content of a plan of action should include the following:

1. Identifies the persons involved
2. States what is to be done
3. Specifies actions to be performed
4. Specifies where actions will take place
5. Specifies how the action is to be performed
6. Based on reasonable approach toward goal
7. Means for evaluation

Examine the plan of action that was agreed upon and followed in the example with the trainee who questioned the relevance of labor union history and apprenticeship laws. In that situation, you will recall that the plan of action involved the trainee meeting with a local labor union president. That plan of action satisfied the various content areas of a typical plan of action as follows:

1. Identifies the persons involved: instructor, trainee and the local union president, Pete Potillo.
2. States what is to be done: the general strategy is for the trainee to visit a local labor union leader and discuss union history and laws.
3. Specifies actions to be performed: (a) instructor to schedule meeting between trainee and Pete Potillo; (b) trainee and Potillo to hold meeting and have discussion on history and law; and (c) trainee to report back to instructor on the outcome of the meeting.
4. Specifies how the actions are to be performed: (a) telephone call to arrange meeting; (b) in-person conference to discuss history and laws; (c) in-person conversation to review outcome.
5. Based on reasonable approach toward goal: appears to be reasonable. A key in this strategy is Potillo's ability to articulate the importance of having knowledge about labor union history and laws.
6. Means for evaluation: verbal feedback from trainee to instructor on the outcome of the meeting.

Plans of action can be either formal or informal. An example of a formal plan of action is a contingency contract designed to address a specific behavior or area.* An informal plan of action is likely to be a verbal agreement or understanding, but one in which all of the seven content elements described above are explicitly or implicitly understood. Your role as the instructor in this process is to keep a mental note, at least, as to whether or not each of these seven elements have been provided. A good way to do this is to summarize verbally what you understand to be the plan of action with the trainee. As you summarize, check to see that all elements have been addressed. If they have not, then raise a question with the trainee about it. For example, "Okay, this sounds like a good plan, but tell me, how will we know whether or not it works?" If the plan is written, then check it over for each of the seven elements. Generally, the majority of action plans will be non-formal and strictly verbal.

In summary, initiating skills can be performed by following these steps:

1. The goal to be achieved is included in the personalizing response—where the trainee wants to be. Clarify or restate this if necessary to make sure it is clearly understood.
2. Determine a general strategy. At this point, your direction and guidance may be essential. Fairly specific or very general responses may be used to identify alternatives. Give the trainee an opportunity to present his/her own suggestions. There should be mutual agreement on the strategy.
3. Develop or formulate a plan of action. This may be verbal or written, informal or formal and will depend on the nature and extent of the goal being addressed.
4. Evaluate the plan of action to see if it satisfies the seven essential content elements. If it does not meet these criteria, then revise accordingly. This evaluation process can be very informal such as a brief verbal summary, or more formal if written out.
5. Summarize the plan of action verbally or in writing to insure clear understanding.
6. Implement the plan of action.
7. Evaluate whether or not the plan worked.

Examples

The examples presented in this section continue those presented at the end of Chapter 3.

* Contingency contracting is described in more detail in Module #8, *Controlling and Managing Related Subjects Instructional Settings*

From Bill Robbins' observation of Eddie Alvarez's test performance, he surmised that Eddie had severe test anxiety. It kept him from demonstrating his real knowledge when taking a written test. After scoring the class' tests and giving them back to the students for review, Robbins waited a couple of days and then called Eddie into his office to discuss the situation. He presented Eddie with the problem as he saw it. He said that he believed that on one hand Eddie was sharp, performed well in class, and knew the material; on the other hand, here was a written test on which Eddie had done poorly. It did not reflect Eddie's ability. By presenting the situation with concern and real interest, Robbins established an environment for communication. Eddie responded. He explained to Mr. Robbins that throughout his school career, especially in junior and senior high school, he had had difficulty in taking tests. He agreed with Mr. Robbins and felt that he understood the material and was learning in the class. He stated that his difficulty stemmed from "mental blocks" which caused him to get up-tight, lose memory, and have doubts about his answers. He became tentative and almost afraid to put an answer down for fear that it was wrong. He related how he had tried various ways of preparing for tests, from no study to exhaustive and extensive review. Nothing seemed to work. He told Mr. Robbins that one teacher he had in high school, a social studies teacher, had let him take his tests orally. Using this approach, he was able to do better, but this was with written, essay-type exams, not math problems. Eddie really wanted to be able to take tests and demonstrate his knowledge but he had never been successful in overcoming his test anxiety. Mr. Robbins wanted to see Eddie overcome his test anxiety too, but realized this would require a counselor, psychologist or some other, more qualified professional. In the meantime, he wanted to have a better way of evaluating Eddie's work. They worked out the following plan. Eddie contacted the personnel officer at the company where he worked and made arrangements to see a psychologist and receive counseling and training to overcome the test anxiety problem. For testing in the math class, it was agreed that Eddie would continue to take regularly scheduled exams. This gave him real-life test situations in which to apply the new skills he was learning in psychological counseling. Also, it did not single him out from the rest of the class. Mr. Robbins also provided Eddie with alternate tests which Eddie took individually (a less stressful situation) and used these results to evaluate Eddie's work.

• • • • • • • •

Below is the dialogue that took place in Marshall Poe's car between him and Terry Phillips, the apprentice trainee whose license had been revoked for drunken, careless and reckless driving. Editorial comments have been interjected to point out specific types of responses and effects.

Dialogue: Marshall Poe (MP) and Terry Phillips (TP)

1. *MP:* "Well, you were going to tell me about it." (door opener)
2. *TP:* "They really stuck me good. My license is revoked for 6 months. One guy told me that was real stiff considering it was a first offense."
3. *MP:* "You feel sore because they treated you pretty rough."
4. *TP:* "Yeah, for my first time. There was a fine too, but the big thing is going to be no driver's license."
5. *MP:* "You feel upset mainly because they pulled your license."
6. *TP:* "That's for sure. Without it, I can't do nothing. I'll be screwed-up bad."
7. *MP:* "You feel trapped because of the limits this will put on your moving around."
8. *TP:* "Not only that, I don't know what I'm going to do about work. I mean I've got to keep my job and all. I could just kill that judge."
9. *MP:* "You're really angry because now your job may be in jeopardy. (The feeling of anger is reflected, not the stated target. At this point, who do you think Terry is really angry at?)
10. *TP:* "If the judge had only fined me, not removed my driving privilege. . .well, that would be okay, I could handle that. But the license is gone, well that's another deal entirely."
11. *MP:* "You feel like you were punished too much—that you got more than you deserved."
12. *TP:* "Yeah. Well. . .I mean. .I know other guys who have been arrested for drunk driving before who only got fined. That was it."
13. *MP:* "You're irked because you got treated differently."
14. *TP:* "I think the judge wanted to make an example of me, you know, since it was my firs. time. Shake me up real good. He said, 'I don't want to see you in here again, son' with this real serious voice."
15. *MP:* "So you got singled out and you feel that was unfair because he just wanted to make it hurt."
16. *TP:* "Well, I guess what he wanted to do was make me realize what a jerk I was. But what he ended up doing will probably make me have to quit my job."
17. *MP:* "I don't understand that...why this means you'll lose your job?" (Door opener, slight probe.)

18. *TP:* "Look at it, my car is how I get to work. You know it's twenty miles on the other side of the city. Without the car, I can't get to work."
19. *MP:* "You're troubled now because you know that, practically speaking, loss of car means loss of job." (Personalizing meaning.)
20. *TP:* "Yeah, I'm afraid so. I don't know what I'm going to do."
21. *MP:* "You're afraid now that you'll lose your job because of no transportation and you can't figure anything to work it out." (Personalizing problem)
22. *TP:* "No, I sure can't but you know what burns me up? None of my friends are willing to help me out. They say I live too far out of the way." (Note shift in focus.)
23. *MP:* "You're upset because nobody will help you out."
24. *TP:* "Yeah, it's disgusting. Not Russ, or Billy, or Frank, or even Juan who I thought was my best friend will help out. What friends they are!"
25. *MP:* "You're disgusted because people you thought would help you out aren't going to."
26. *TP:* "No, indeed, it doesn't look as if any of them are going to. I'm really confused. I don't guess I have any friends."
27. *MP:* "You're uncertain about who your friends are because they've let you down in this situation and don't seem to care."
28. *TP:* "With this group of guys especially. We've done a lot of stuff together since I started working with them. You know, a lot of fun times."
29. *MP:* "You're particularly disappointed with your friends because you thought they would help you now and it has turned out that they just don't seem to be interested at all." (Personalizing problem)
30. *TP:* "No, they don't, and what a fix I'm in."
31. *MP:* Remains silent. (Allow time for Eddie to explore this feeling and meaning.)
32. *TP:* "I think Juan's a good friend. The best of them all, probably. He did ask what I'm going to do. I told him I didn't know."
33. *MP:* "So Juan is at least interested in what happens to you. That makes you feel somewhat better, huh?"
34. *TP:* "Yeah, kind of. But you know the other guys should care too. Before all this happened, I would have been concerned about them if they had lost their license. Not now though, no way!"
35. *MP:* "You feel revengeful, huh, like you'd like to get back at them because they've kind of forgotten about you." (Feelings are anger, but more deeply it's disappointment.)
36. *TP:* "Now that I know what they are really like, who cares? They weren't friends in the first place.?"
37. *MP:* "You feel mixed up about them because of the way they're treating you now compared to how they were in the beginning."
38. *TP:* "Yeah, maybe so. Who knows? I certainly don't. What a mess. No friends, no car, and soon, no job."
39. *MP:* "You feel flustered about the whole situation because it doesn't seem to fit together like you want it to."
40. *TP:* "No, not at all. (Skaking head, agreeing) You know the crazy thing about it is that I probably wouldn't have even been drinking if I hadn't been with them. That's ironic."
41. *MP:* Remains silent. (Allows for exploration and reflection.)
42. *TP:* "It irritates me to no end when I think of what I've let myself get into.
43. *MP:* "You feel a little angry at yourself because of whats happened."
44. *TP:* "Yes, I suppose I do. I mean, . . .uh. . .like I could have used better judgement. . .about drinking and. . . about who I pick for my friends."
45. *MP:* "You feel annoyed at yourself because you acted unwisely and you could have been more careful."
46. *TP:* "More than just annoyed, I'm embarrassed that I was such a fool about all this. I've just acted foolishly."
47. *TP:* "You feel upset with yourself because you made some poor decisions and judgements and you wish you would have been more careful." (Personalizing problem.)
48. *MP:* "There's no doubt about that. I've learned some things, that's for sure."

At this point, the conversation between Marshall Poe and Terry Phillips shifted back to the more immediate problem Terry had with transportation and potential loss of job. He and Mr. Poe discussed several possibilities but the one Terry thought best to do was to talk to his supervisor, explain the situation and see if he could be changed to another job site that would be close to where he lived or on a bus route. Marshall concurred and supported him in this strategy. He said he would check with Terry in a week to see how his discussion with his supervisor went.

In this dialogue you can see that Terry was dealing with several problems and different sets of feelings all at the same time. The expressions and responses from 2 through 21 relate to the surface level feelings of the immediate problem related to loss of his driving license. There is a shift here in the dialogue to the deeper feelings of disappointment with his friend and also with himself. This problem and its associated feelings and meanings are explored in the expressions and responses from 22 through 48. Once these were dealt with, then Terry was able to shift back to solving his transportation problem. The responsive and personalizing responses of Marshall Poe helped Terry explore these feelings and develop a better understanding of their meaning. Marshall also used door openers and silence to encourage Terry to explore his feelings and reflect on some of the things he was saying. Terry's problems are by no means totally resolved at this point. He still has the transportation problem to work out, but his relationship with his friends has become more clear to him and he understands a lot more about his responsibility for his behavior. The anger and disappointment he was feeling were really directed toward himself. At this point, he has a better understanding of why he was having those feelings and how they were affecting his behavior.

Additional Information

Personalizing and initiating skills are discussed in more detail, with examples and response practice exercises in the book, *The Skills of Teaching: Interpersonal Skills* by Robert R. Carkhuff, David H. Berenson, and Richard M. Pierce. This book has served as the general model for the module. The manual by Stanley A Fagen and Leonard J. Guedalia, *Individual and Group Counseling*, contains a comprehensive illustration of the stages and processes involved in problem-solving.

R.R. Carkhuff, D.H. Berenson, and R.M. Pierce. The Skills of Teaching: Interpersonal Skills. Amherst, MA: Human Resource Development Press, 1977.

S.A. Fagen, and L.J. Guedalia. Individual and Group Counseling. Washington, DC: Psychoeducational Resources, Inc., 1977.

Self-Test Exercises

Answer the following questions in the space provided. Check your answers with those provided in the appendix in the back of the booklet.

1. Establishing the responsive base for effective communication involves initiating and responding skills.

   True ___ or False ___

2. Personalizing responses help develop feelings of ownership and responsibility among the trainees.

   True ___ or False ___

3. Indicate by a check (✓) which of the following are key aspects of personalizing responses.

   ___ meaning
   ___ observing
   ___ physically attending
   ___ problem
   ___ listening
   ___ feeling
   ___ environment
   ___ goal

4. Give the general format suggested for personalizing responses.

5. Initiating skills and responses help the trainee do the following:

   a. define the goal
   b. identify a general strategy and plan of action for reaching the goal
   c. implement and evaluate the plan
   d. all of the above

6. Will an initiating response from the instructor be accepted by the trainee without a receptive base and personalizing? Indicate *yes* or *no* and explain.

7. What two key things can you do to develop/improve/maintain your personalizing and initiating skills.

8. How can you tell if the trainee has personalized understanding of his/her problem? What are some indicators you would look for?

9. Give an example of a "rather general" initiating response, one that would lead to identification of several alternative general strategies and mutual problem-solving between instructor and trainee.

10. What are the seven steps suggested for using initiating skills in problem solving.

    1. _____
    2. _____
    3. _____
    4. _____
    5. _____
    6. _____
    7. _____

5. Appendix

Answers To Self Test Exercises

2. Skill: Identify Aspects of Good Interpersonal Communication

1. interpersonal. . .communication
2. counseling
3. trainee
4. you
5. attending
6. exploration
7. act
8. listening
9. responsiveness. . .initiative
10. lectures

3. Skill: Develop Attending and Responding Skills

1. Physically attending, observing and listening
2. True
3. Correct answer is e) all of the above
4. c) explore feelings and experiences
5. You feel feelings because (content)
6. d) respect and empathy are there!
7. "I see," "Oh!" "Please, I'd like to hear more."
8. Awareness and practice.

4. Skill: Develop Personalizing and Initiating Skills

1. False. This is done by using attending and responding skills. The responsive base is developed by using responses which are high on responsiveness and low on initiative.
2. True
3. Meaning, problem, feeling and goal.
4. The general format for personalizing responses:

   You feel _____

   because you (cannot) _____

   and you want to _____

   _____

5. (d) all of the above
6. No. If an initiating response is used too early in the communication process, it is likely to be rejected and interpreted by the trainee as "directing, ordering, or commanding."
7. Awareness and practice.
8. Observe the reaction of the trainee to your responses. Listen and observe to see if the trainee's next expression reflects:
   —Ownership of the problem
   —Their role in the situation
   —Sense of responsibility—they have to do something
   —Openness to suggestions or ideas
9. "I see what you want to do. Let's look at some alternatives that you might want to consider."

   OR

   "Well, you know what you need to do. What alternatives do you think you have to get it done?"
10. The suggested seven steps in using initiating skills in problem-solving with the trainee are:
    1. Clarify or restate the goal.
    2. Determine a general strategy.
    3. Develop or formulate a plan of action.
    4. Check plan of action to see that it contains the seven essential content elements.
    5. Summarize the plan of action verbally or in writing to insure clear understanding.
    6. Implement the plan of action.
    7. Evaluate whether or not the plan worked.

Posttest

Directions: *Read the following questions and write your answers in the spaces provided. Check your answers with the correct answers that follow the questions. If you answer at least 70 percent of the questions correctly, then you have successfully completed Module #10, the last module in this instructor series. If you get less than 70 percent correct, repeat those sections of this module with which you had greater difficulty.*

1. There are four key aspects to effective communication skills. They include attending, responding, personalizing and initiating. Match the statements on the right to each of these four key aspects.

a. ____ Attending	1. Facilities the trainee's exploration of their feelings, attitudes and values.
b. ____ Responding	2. Facilities the trainee's ability to act, to lay out a program of action that will help reach a desired goal.
c. ____ Personalizing	3. An essential pre-condition to instructing and helping. Involves observing, listening and being aware of your physical stance and posture as well as the surrounding physical environment.
d. ____ Initiating	4. Makes the trainees feel responsibility for their behavior or accountable for their part in a situation. Responses often incorporate the personal pronoun, "you."

2. In the statement on counseling given below, fill in the missing blanks selecting from the word list to make the statement read correctly.

   WORD LIST: interpersonal trainee counseling communication

   The counseling role of the related subjects instructor requires that the instructor establish and maintain effective (a) _____ relationships with the apprentice trainees and utilize good interpersonal (b) _____

   Broadly defined, (c) _____ is a reciprocal communication process based on a dynamic relationship between two persons.

   The counseling process is important because it facilitates increased self-awareness, self-acceptance, and self-control on the part of the (d) _____

3. The most important thing about attending skills is their effect on the motivation level of the trainees. The instructor's use of appropriate and effective attending skills can improve and increase trainee's motivation.

   True ____ or False ____

4. What are the three types of attending skills which you should know and use?

   a. _____

   b. _____

   c. _____

   Being aware of your physical stance and posture when talking with a trainee or group of trainees is an example of which attending skill?

   d. _____

Being able to understand the content and feeling expressed by a trainee is the purpose of which attending skill?

e. _____

Noting the trainee's physical appearance, behavior, posture, eye contact and so on is an example of which of the three important attending skills?

f. _____

5. The purpose of good responding skills is to tell trainees what they can or should do.

   True ____ or False ____

6. Give the general format of a response statement that reflects the feeling and content or meaning of a trainee's expression.

7. In contrast to effective responding skills, typical ways of responding which are generally not effective in helping a trainee explore his/her feelings and experience have been referred to as the "dirty dozen." Give two examples of these types of responses.

   a. _____

   _____

   b. _____

   _____

8. In some situations it may be difficult to identify the trainee's feelings. "Door openers" are useful in such situations because they communicate your interest in listening to the trainee and encourage further communication. Give two examples of "door openers."

   a. _____

   b. _____

9. Indicate two things which you can do to develop your skills in physically attending to your trainees:

   a. _____

   b. _____

10. Indicate two things which you can do to develop your responding skills:

    a. _____

    b. _____

11. Personalizing increases the trainee's feelings of ownership and responsibility about a problem or situation, while intiating gives the trainee direction about setting a goal and how to reach it.

    True ____ or False ____

12. The personalizing response explicitly includes the personal pronoun "you," and indicates a general direction or goal that suggests what the trainee would like to accomplish or solve. Give the general response format for personalizing responses.

13. Initiating responses aid the trainee in determining a general direction or goal and establishing a plan of action on how to accomplish it. The plan of action should address seven specific areas. Identify five of these seven.

    a. _____

    b. _____

    c. _____

    d. _____

    e. _____

Answers to Posttest

1.
   a. (3)
   b. (1)
   c. (4)
   d. (2)

2. a. interpersonal
   b. communication
   c. counseling
   d. trainee

3. True

4. a. physically attending
   b. observing
   c. listening
   d. physically attending
   e. listening
   f. observing

5. False

6. The general format for a responsive statement is:
   You feel *(feeling)* because (content or meaning)

7. The "dirty dozen" include:
   1. Ordering, Directing, Commanding
   2. Warning, Admonishing, Threatening
   3. Exhorting, Moralizing, Preaching
   4. Advising, Giving Suggestions, or Solutions
   5. Lecturing, Giving Logical Arguments
   6. Judging, Critizing, Disagreeing, Blaming
   7. Praising, Agreeing
   8. Interpreting, Analyzing, Diagnosing
   9. Reassuring, Sympathizing, Consoling, Supporting
   10. Probing, Questioning, Interrogating
   11. Name-calling, Ridiculing, Shaming
   12. Withdrawing, Distracting, Humoring, Diverting

   Check to see if your two examples match any two of the twelve listed above. See Chapter 3 of the module for examples of each of these types of responses.

8. Examples of "door openers" include the following:

   "I see"
   "Oh!"
   "Tell me about it."
   "This seems important to you."

   Check to see if your two examples are similar to these.

9. Four things that you can do to develop your skills in physically interacting include:
   a. Face squarely the individual trainee or class with whom you are interacting.
   b. Maintain eye contact.
   c. Minimize distance between you and trainee; remove object that creates a barrier.
   d. Make the physical setting comfortable and attractive.

10. Five things that you can do to develop your responding skills include:
   a. Identify the content and feeling (i.e., use good listening skills).
   b. Formulate a response statement.
   c. Communicate your response using the suggested format (You feel . . . because . . .).
   d. Avoid using the "dirty dozen" responses.
   e. Use "door openers" when not sure what your response should be.

11. True.

12. The general response format for personalizing responses is:

   You feel/are feeling _____ (feeling) _____

   because you _____ (deficit or problem) _____

   and _____ (direction, goal, change) _____

13. The contents of a plan of action should:
   a. Identify the persons involved.
   b. State what is to be done.
   c. Specify actions to be performed.
   d. Specify where actions will take place.
   e. Specify how the action is to be performed.
   f. Be based on a reasonable approach toward the goal.
   g. Include means for evaluation.